

## Assessment Literacy for Principals

Component 1: Develops a structure to oversee and implement assessment literacy.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> <li>Collaborates with educators to establish criteria for the selection of a leadership team to include representatives from:               <ol style="list-style-type: none"> <li>School administrators,</li> <li>Teacher leaders,</li> <li>Postsecondary educators, and</li> <li>Community stakeholders, (i.e., business partners, parents).</li> </ol> </li> <li>Authorizes the leadership team to define the scope of work required for full implementation of assessment literacy.</li> <li>Authorizes the leadership team to identify and monitor monthly implementation benchmarks for assessment literacy.</li> <li>Authorizes the leadership team to analyze benchmark results and create ongoing modifications in the scope of work required to meet staff's professional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with leaders to establish criteria for the selection of a leadership team to include representatives from:               <ol style="list-style-type: none"> <li>School administrators</li> <li>Teacher leaders</li> <li>Postsecondary educators</li> </ol> </li> <li>Authorizes the leadership team to define the scope of work required for full implementation of assessment literacy.</li> <li>Authorizes the leadership team to identify quarterly benchmarks implementation of assessment literacy.</li> <li>Funds the purchase of assessments and professional learning to support implementation of assessment literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Appoints representatives to the leadership team from:               <ol style="list-style-type: none"> <li>School administrators</li> <li>Teacher leaders</li> </ol> </li> <li>Assigns leadership team the task of defining the scope of work for full implementation of assessment literacy.</li> <li>Assigns leadership team the task of setting semi-annual benchmarks of assessment literacy.</li> <li>Funds the purchase of some assessments and professional learning to support implementation of assessment literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Requires establishment of leadership teams that function independently</li> <li>Requires school leadership team to develop work plans with annual benchmarks.</li> <li>Provides no funding to support the implementation of assessment literacy</li> </ul>	<ul style="list-style-type: none"> <li>Fails to establish a leadership team.</li> <li>Fails to create a plan to oversee or implement assessment literacy.</li> </ul>

# Novice Reduction for Gap Closure



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<ul style="list-style-type: none"><li>Funds the development or purchase of assessments and professional learning to support the implementation of assessment literacy.</li></ul>				
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Component 2: Establish a common vocabulary related to assessment literacy.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> <li>Develops, in collaboration with leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets).</li> <li>Infuses all professional learning interactions and communications with common assessment literacy terminology.</li> <li>Ensures that all school board and council members utilize common assessment terminology in work sessions, public meetings, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>Develops, in collaboration with leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets).</li> <li>Uses the common assessment literacy terminology during professional learning opportunities.</li> <li>Ensures that all school council members utilize common assessment terminology in work sessions, public meetings, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets).</li> <li>Uses the common assessment literacy terminology during professional learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Expects leadership teams to develop a common terminology regarding assessment literacy without district input.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to develop a common vocabulary regarding assessment literacy.</li> </ul>
Component 3: Integrates the implementation of assessments through the curriculum.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> <li>Facilitates content work teams' development of standards-based, common interim assessments and units of study including planned common formative and summative assessment.</li> <li>Supports funding and time for interim assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates content work teams' development of common standards based interim assessments and units of study including planned common summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Provides school wide interim assessments and facilitates the development of standards-based summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Requires implementation of interim assessments without school support.</li> </ul>	<ul style="list-style-type: none"> <li>Provides neither oversight nor support for assessment implementation beyond the state assessment.</li> </ul>

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Component 4: Creates a systemic process of identifying, communicating, and supporting assessment literacy professional growth needs.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> <li>Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments.</li> <li>Provides protocols for leadership team to analyze PLC data to identify professional learning needs.</li> <li>Analyzes the identified problems of practice.</li> <li>Identifies and supports systemic needs across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments.</li> <li>Provides protocols for school leadership teams to analyze PLC data to identify professional learning needs.</li> <li>Analyzes the school-identified problems of practice.</li> </ul>			
Component 5: Establishes data teams to utilize student performance data and teacher reflection to drive instruction.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> <li>Reviews <i>monthly</i> results of school analyses of student performance to identify instructional and assessment design needs.</li> <li>Establishes the purpose and time for teacher reflection concerning necessary adjustments of assessments and instructional practice.</li> <li>Guides teacher, school, and district administrator</li> </ul>	<ul style="list-style-type: none"> <li>Reviews <i>quarterly</i> results of school analyses of student performance to identify instructional and assessment design needs.</li> <li>Establishes time for teacher reflection concerning necessary adjustments to assessments and instructional practice.</li> <li>Designs teacher, school, and district administrator</li> </ul>	<ul style="list-style-type: none"> <li>Reviews <i>semi-annual</i> results of school analyses of student performance to identify instructional and assessment design needs.</li> <li>Requires teachers to reflect on necessary adjustments to assessments and instructional practice.</li> <li>Designs teacher reflection to include analysis of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews <i>annual</i> results of school analyses of student performance to determine instructional needs.</li> <li>Assumes teacher will reflect on necessary adjustments to the instructional practice.</li> <li>Expects teacher reflection will include analysis of student performance but does not monitor.</li> </ul>	<ul style="list-style-type: none"> <li>Does not establish systems for review or discussion of student work to determine instructional assessment needs.</li> </ul>

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reflection by providing prompts that include analysis of student performance and student perception results.	reflection to include analysis of student performance.			
<b>General Assessment Literacy Resources</b>				
DuFour, R. & Marzano, R. (2011). <i>Leaders of learning: How district, school, and classroom leaders improve student achievement</i> . Bloomington, IN: Solution Tree Press.				
Heritage, M. (2010). <i>Formative assessment and next-generation assessment systems: Are we losing an opportunity?</i> Washington, DC: Council of Chief State School Officers.				
Heritage, M. (2011, Spring). Formative assessment: An enabler of learning. <i>Better: Evidenced-based Education</i> , 18-19. Available at <a href="http://www.cse.ucla.edu/products/misc/bettermagazineheritage.pdf">http://www.cse.ucla.edu/products/misc/bettermagazineheritage.pdf</a>				
Herman, J.L., Osmundson, E., & Dietel, R. (2010). <i>Benchmark assessment for improved learning</i> (Assessment and Accountability Comprehensive Center report). Los Angeles, CA: The Regents of the University of California. Available at <a href="http://www.cse.ucla.edu/products/policy/r2_benchmark_report_herman.pdf">http://www.cse.ucla.edu/products/policy/r2_benchmark_report_herman.pdf</a>				
Kentucky Department of Education. (2011). <i>Leadership network</i> . Available at <a href="http://www.education.ky.gov/curriculum/leadnet/Pages/default.aspx">http://www.education.ky.gov/curriculum/leadnet/Pages/default.aspx</a>				
Kentucky Department of Education. (2015) <i>PGES Student Growth</i> <a href="http://education.ky.gov/teachers/pges/tpges/pages/tpges-student-growth-page.aspx">http://education.ky.gov/teachers/pges/tpges/pages/tpges-student-growth-page.aspx</a>				
<ul style="list-style-type: none"> <li>• <a href="#">The Literacy Design Collaborative (LDC) and Student Growth</a>: provides many resources to support teachers, administrators, and instructional coaches that are exploring how to use tools from the Literacy Design Collaborative (LDC) to measure and/or support Student Growth</li> <li>• <a href="#">Assessment Literacy and Student Growth Goal Setting PowerPoint</a>: This PowerPoint describes the assessment literacy practices that are not only embedded within the goal setting for student growth process, but also serves as a guide when thinking about the larger role assessments play in the teaching and learning cycle</li> </ul>				
Marsh, J.A., Pane, J.F., & Hamilton, L.S. (2006). <i>Making sense of data-driven decision making into education: Evidence from recent RAND research</i> (No. OP170). Santa Monica, CA: RAND Corporation.				
McManus, S. (2008). <i>Attributes of effective formative assessment</i> . Washington, CD: Council of Chief State School Officers. Available at <a href="http://www.ccsso.org/Documents/2008/Attributes_of_effective_2008.pdf">http://www.ccsso.org/Documents/2008/Attributes_of_effective_2008.pdf</a>				
Odden, A.R. (n.d.) <i>CPRE's school finance research: Fifteen years of findings</i> . Madison, WI: Center for Policy Research in Education, University of Wisconsin.				

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Available at <http://cpre.wceruw.org/publications/Summing%20Up%202015%20Years%20of%20School%20Finance%20Research%20Jan%20211-1.pdf>

Odden, A.R., Archibald, S.J. (2009). *Doubling student achievement...and finding the resources to do it*. Thousand Oaks, CA: Corwin Press.

Odden, A.R., & Picus, L. O. (n.d.) *Research in best practices can drive school funding. School funding matters*. Available at <http://www.schoolfundingmatters.org/content/Evidencebased.aspx>

Perie, M. Marion, S., Gong, B., & Wurtzel, J. (2007). *The role of interim assessments in a comprehensive assessment system* [Policy brief]. Washington, DC: Achieve, The Aspen Institute, and the National Center for the Improvement of Educational Assessment. Available at <http://www.achieve.org/files/TheRoleofInterimAssessments.pdf>

Porter, A.C. (2004). Curriculum assessment. In J.C. Green, G. Camill & P.B. Elmore (eds). *Complementary methods for research in education* (3<sup>rd</sup> ed.), Washington, DC: American Educational Research Association.